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ABSTRACT

Throughout the southeastern United States, teacher centers share much in common. The conceptual framework of teachers helping teachers inspires the development of resources and services which are similar whether the center serves a large district or only a few schools. Although the teacher centers share similar philosophies, concerns, successes, and impact, this collection highlights the diversities of 20 centers in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. The notes given here report a single exemplary practice from each center, useful for others to try and test. Practices described include: (1) utilization of research; (2) visiting clinical professors; (3) help for new teachers; (4) incentives for the development of innovations or improvement in practice; (5) use of media in the classroom; (6) development of handbooks and guides for teachers; (7) involvement of parents; and (8) a study trip to Europe. (CJ)

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**TRIED &
TESTED**

*ideas from Teacher Centers
in the Southeast*

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Jinx Bohstedt

TO THE EDUCATIONAL RESOURCES
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INTRODUCTION

Throughout the Southeast, teacher centers share much in common. The conceptual framework of teachers helping teachers inspires the development of resources and services which are similar whether the center serves a large multi-district or only a few schools. An energetic spirit against a backdrop of quiet contemplation as teachers examine ways and materials of good teaching pervade all centers. But in looking more carefully, one detects that each has a distinctive and unique personality, for a center's staff's greatest challenge is to respond creatively to the needs and directions of its constituents.

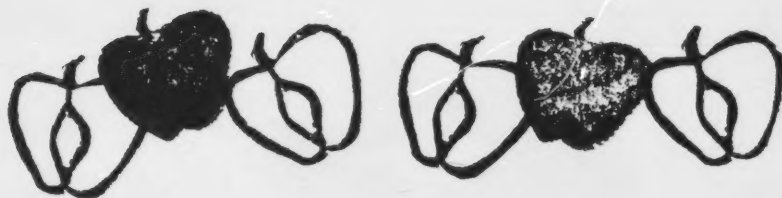
Although the Southeast teacher centers share similar philosophy, concerns, successes and impact, this collection intends to highlight the diversities which make each center so rich. The notes given here report a single exemplary practice from each center, useful for others to try and test.

Sixteen of the centers described are funded by the U.S. Department of Education Title VB of the Higher Education Act; four of the centers receive funds from the State of Tennessee Title IV-C.

The Tennessee State Department of Education funded the production of this publication with the support of state technical assistance from the Teacher Center Program. We are grateful for that support and all the encouragement which we have received from Mr. Joe Minor, Dr. George Malo, and Ms. Susan Hudson of the Tennessee State Department of Education. We thank Dr. Allen Schmeider, U.S. Department of Education and Dr. Roberta Riley, University of North Carolina, Charlotte for their unwavering positive outlook.

Editors,
Jinx Bohstedt, Oak Ridge, Tennessee
Pat Eisenmann-Donahue, Clarksville, Tennessee

March, 1981



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Montgomery Teacher Center

515 South Union Street

Montgomery, Alabama 36104

The Montgomery Teacher Center uses the regional educational laboratories and the National Diffusion Network to expand its research bases. The research expansion efforts are supported by the Alabama Information and Development System (AIDS). "Theory Into Practice" materials in reading and mathematics developed by CEMREL have been incorporated into reading and mathematics workshops for elementary teachers. These research findings are shared and demonstrated by master teachers. The center staff is very encouraged by the positive reception to these materials.

In addition to using the CEMREL materials, attempts have been made through the National Diffusion Network to identify validated programs that meet the needs of individual schools. The center assists schools by identifying NDN programs and, with the assistance of AIDS, by arranging awareness sessions for validated programs.

teachers and research



Hernando Co. Teacher Education Center

*919 US Highway 41 North
Brooksville, Florida 33512*

The doctors are in the Hernando County Teacher Center!

Clinical professors are university professors who consult with teachers and other educators about teaching-learning, classroom management, and other pedagogical concerns. Usually the identification of needs is the responsibility of the teacher. The clinical professor performs one or more of the following 6 functions and activities, again, depending upon the particular classroom situation:

1. Observation
2. Diagnosis
3. Prescription - remediation - recommendation
4. Evaluation
5. Prognosis
6. Follow-up

Clinical professors also deal with other areas of concern, such as: time management, efficiency, classroom discipline, organization, and structure. All of these activities are done weekly, regularly, or, as requested, on a confidential basis. The success of this program is due to the mutual trust between clients, professors, and even between administrative-district and school levels. Quality senior university professors form the basic team. All of the personnel are coordinated by the Teacher Center counselor and director. "House" (school) calls are in vogue.



THE ATLANTA AREA CENTER FOR TEACHERS

c/o Mercer University in Atlanta — 3000 Flowers Road South — Atlanta, Georgia 30341

Telephone (404) 455-9108



AACT assisted the State Board of Education and its supporting system to help beginning teachers be more successful in the performance-based testing required for their certification. AACT's valuable contributions were in four areas.

1. A new Teacher Survival Kit was compiled by Policy Board members. It contains useful information aimed at specific competencies to be evaluated and was free to all new teachers.
2. Four series of workshops were presented with Emory University to aid new teachers BEFORE their assessments instead of as a remedial attempt. An objective of the workshops was to acquaint the teachers with the assessment instrument. The sessions served as models for good teaching and staff development.
3. AFTER the Fall assessment, Emory staff met with interested teachers on an individual basis to examine printed results of their observations. Specific strategies were designed based on individual needs to improve performances on the Spring assessment.
4. New teachers are given individual help by Teacher Center coordinators when they come into the centers to work. All coordinators are certified as evaluators in the performance-based testing and some have received additional training to detect areas of weakness.

new teacher help



NORTHEAST GEORGIA CESA

COOPERATIVE EDUCATIONAL SERVICE AGENCY

375 Winter Street
Winterville, Georgia 30683

A Mini-Award is an agreement from the Teacher Center to reimburse a teacher for the expenses of developing and implementing a professional project within the classroom or school.

Recognizing the value of this program, the Policy Board designated \$5000 for a Mini-Award Program. Application information was distributed to schools, and interested teachers developed proposals requesting funds for a specific unit, the production of materials for classroom instruction or for creating a new approach for alternative classroom instruction. A committee reviewed the proposals and made awards based on rational, sharply defined objectives, specific implementation plans, applicability to other situations and cost efficiency.

Twenty-three Mini-Award Winners successfully implemented a project in the classroom or school. The projects exemplified the creativity and originality of teachers. Themes varied from aerobic dancing, a map of the county painted on the classroom floor, a trunkful of treasures from the past, and a creative writing program. In every situation teacher enthusiasm, active student participation, and faculty and community support were apparent.



**THE GREATER FRANKLIN COUNTY
TEACHER CENTER**

916 East Main Street • Frankfort, Kentucky 40601
(502) 693-2460

The Greater Franklin County Teacher Center attempts to provide inservice for teachers in classroom media experience that synthesizes two approaches. First, the active, "hands-on" approach works from the idea that the way to learn about media is to "do media." The second approach hinges on the idea that it is important to apply active, analytic thinking processes to using media. This is particularly true with television, which initially, at least, speaks to the more intuitive, non-linear ways of learning. This approach is formally represented by the Critical Viewing Skills and Television Awareness Training materials. These materials consist of texts, workbooks, worksheets and presentation formats which are designed to increase an understanding of TV as a cultural force.

Some common points of entry for media activities within the curriculum are: 1) career education, 2) consumer education, 3) enrichment, 4) English, 5) Mass Communication, 6) video production, 7) art and, 8) social sciences.

The use of pictures in the classroom represents different perceptual processes from print. Media is another avenue for providing inroads to the slow reader or learning disabled child. The creation of media in the classroom produces a consumer who is more selective and knowledgeable of its use.

media in the classroom



GREEN RIVER TEACHING CENTER

1716 Frederica Street
Cwensboro, Kentucky 42301

Phone (502) 683-0293

In the first month of existence, the Green River Teaching Center focused on developing a functioning Teacher Center. The Policy Board and staff prepared two large classrooms in a centrally located school building donated by the fiscal agent.

Bright, cheerful bulletin boards with educational themes were put up to enhance the appearance of dull walls. The staff made continual visits in the districts to solicit furnishings and office paraphernalia.

One of the purposes of the Green River Teaching Center will be to provide a warm atmosphere where teachers and administrators can come to share ideas, renew their energies and grow as professionals.

start-up



Teacher Renewal and Development Center

2501 Adams St.

Paducah, Kentucky 42001

The Teacher Renewal and Development Center offers 2,800 teachers in West Kentucky the unique role of teacher-advisor. In fact, it may be the Center's most important strategy for personalizing and individualizing teachers' skill development and growth. It provides linkage between the theory and the realistic world of classroom teaching.

Assessment in West Kentucky indicates that there is a difference between what teachers aspire to be and where they actually function. The level of need is greatest on the safety and security level. There is also a need for self-actualization. The teacher-advisor focuses on these differentiated needs by being a support person. He uses a collaborative problem solving approach, encouraging teachers to develop their own curricula, and to initiate their own professional growth and renewal. All assistance is individualized and only by request of teachers. With frequent visits, the teacher-advisor helps teachers become more independent, confident, and resourceful. The major types of assistance are (1) classroom observation, (2) consultation regarding specific concerns or problems, (3) curriculum development, and (4) matching resources to teacher needs.



Columbia Marion Co. Teacher Center

613 Bryant Ave.
Columbia, Miss.

29429

Columbia-Marion County Teacher Center strives to satisfy needs of the two school systems it serves and the community at large. One of the ways the teacher center has found to respond is by publishing guides and handbooks. These handbooks are designed to fill "gaps" in curriculum areas, provide enrichment, and serve as help material, keeping teachers in tune with new approaches and techniques.

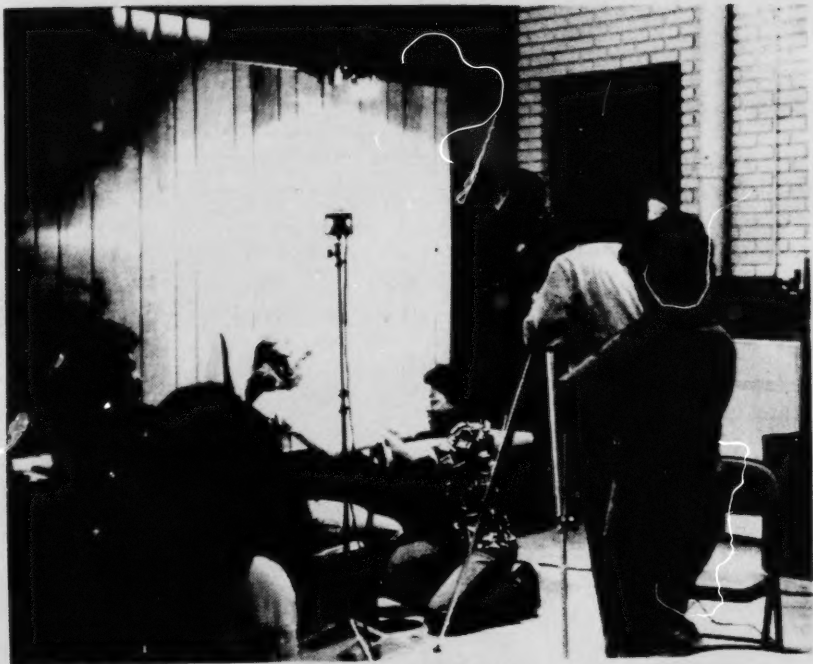
A needs assessment determined that teachers wanted guidance in the area of discipline. A response from the teacher center was to develop a handbook for teachers which presented various methods of dealing with discipline problems in the classroom.

The center also recognized that substitute teachers faced special problems and subsequently published a handbook of valuable materials and activities for the substitutes.

Arts education was one of the areas where the Columbia and Marion Counties school systems showed weakness. The teacher center developed a manual instructing teachers in how to integrate the arts into their classroom.

The teacher center is now working on a community resource guide intended to put teachers in touch with educational opportunities available within the community.

handbooks & guides



Jackson Teacher Center
1593 W. Capitol St. 23
Jackson, Mississippi

The Jackson Teacher Center (JTC) is located in the same building with the school district's Instructional Television Department and makes extensive use of the district's capabilities in the field of television. The JTC staff presents workshops for teachers on the use of instructional, public, and commercial television as a pedagogical technique. It is believed that the involvement of children with the medium of television can be turned into a district educational advantage.

JTC also presents inservice workshops via television and telecourses for district personnel, some of which are produced by the JTC and ITV staff, others obtained through Mississippi ETV

Specific uses of ITV during the past year and one half includes:

"Strategies in Reading," a telecourse for teachers

"The Heart of Teaching," five (5) short inservice programs
used in stress workshops

JTC productions:

"Puppets," an inservice workshop

"Motivation: Carl Ross," an inservice workshop

Workshops and courses on the use of TV in the Classroom:

Critical Television Viewing Skills, an inservice workshop (all day)

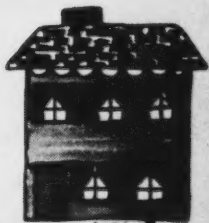
Using Television in the Classroom, an inservice workshop (1 hour)

Teaching with Television, an inservice course (3 semester hours)

Project PASS



SCHOOL



HOME

**PARTNERS
IN
EDUCATION**

NORTHWEST MISSISSIPPI TEACHER CENTER

*136 North Front St.
Senatobia, Miss.
38668*

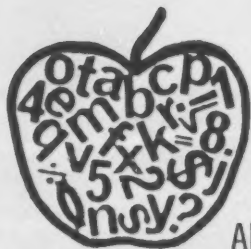
"Partners in Education" is the theme around which the Northwest Mississippi Teacher Center's parent participation project revolves. The program, know as Project P.A.S.S. (Parents Active in School Studies), provides parents with in-depth experiences and information directed toward a better understanding of children and their development in the basic skills areas.

The goals for Project P.A.S.S. are:

1. To conduct training sessions for parents on at-home learning experiences for children in grades 1-12.
2. To prepare parents for volunteer assistance to the schools in the areas of reading, mathematics and oral and written communication.
3. To disseminate information to the total parent population of participating schools concerning their children's educational development.

Through Project P.A.S.S., the Northwest Mississippi Teacher Center is able to involve parents with teachers and principals in a cooperative "team" effort to provide quality education for the young people in our schools.

parents in schools



THE TEACHER CENTER
619 WALL STREET
ALBEMARLE, N. C. 28001



A Teacher Counselor is a strong component of the Teacher Center program in Albemarle, North Carolina. One to one counseling sessions and hotline crisis intervention calls from educators take first priority for the counselor. Concerns in these areas can be personal or professional; family members also may be counseled.

Prevention of educator burn-out through stress management workshops are held upon request. Participants have been administrators, teachers, clericals, food service managers, and usually entire faculties. Teachers have been trained by the teacher counselor and conduct the same type workshops.

Teaching effectiveness has been improved as a result of seminars and mini-workshops directed by the counselor. "How to Motivate", "Positive Discipline Techniques", "Teacher Attitudes and Their Affect on Student Learning", "Teacher and Student Body Language", "How to Help Students Through Divorce & Separation", "Child Abuse: The Teacher's Responsibility" "Student Self-Concept--How to Improve It", are examples of the topics that have been beneficial to the classroom teacher.

Working with student teachers and parenting organizations in this area has also become a function of the teacher counselor. The variety of people utilizing the teacher counselor has been wide and the evaluations of this service have been most positive.



MOUNTAIN AREA TEACHER EDUCATION CENTER

391 HENDERSONVILLE ROAD, ASHEVILLE, NORTH CAROLINA 28803
(704) 274-3355

MATEC staff is sponsoring and escorting an experiential study trip to Europe in the summer of '81.

The travel will provide a basis for comparative analysis of teaching methods and educational delivery systems and, more generally, global understanding. Arrangements have been made for U.S. educators, specifically teacher center personnel, to visit European teacher centers, teacher training institutes, and colleges.

Prior to travel, participants will study foreign languages and cultures and become familiar with the educational systems they will visit. University credit is available for the educators who successfully complete the course study and travel.

global education

Richland County School District One

1 TEACHER CENTER

2600 Barhamville Road

Columbia, South Carolina 29204

(803) 254-5314



One distinguishing characteristic of the #1 Teacher Center program was to provide custom-designed courses for teachers for their South Carolina certificate renewal credit or school district upper limit salary increments. The Teacher Center involved teachers in developing the courses through its LINK-UP program in which teachers identified their staff development needs and participated actively in designing the programs. Fourteen sessions of eight different courses were offered using Teacher Center teacher advisors to lead half of the courses. School district and consultants taught all or part of four classes. Frequently, a team approach was used, using different teachers for different course components.

Each course was designed (or adapted) to meet teachers' needs, combine theory and practice for maximum effectiveness in the classroom, and allow for sharing successes and field testing while the class is meeting. The courses also contributed to meeting #1 Teacher Center program objectives.

Courses were designed to meet the Teacher Center's math and reading basic skills program objectives. The courses represent a cooperative effort on the part of the Teacher Center to provide staff development opportunities which complement school district programs.



**CO-OPERATIVE
CARROLL COUNTY TEACHER CENTER**

675 PARIS STREET - HWY. 22 NORTH
P. O. BOX 510
HUNTINGDON, TENNESSEE 38344

Small school systems cannot justify the purchase of equipment that would be used only a few days of the year and serve only a small number of students. Therefore, one of the major needs that emerged during the planning year was how to acquire or gain access to certain pieces of equipment or materials which improve classroom instruction, but which are not available in small school systems.

With this in mind, the administrators and school boards of seven systems agreed to exchange equipment. The Teacher Center was given the responsibility of organizing, coordinating, and delivering these items.

The Teacher Center collected a list of items from each system which they coded, categorized and compiled into a resource catalogue that contained over 1100 items, such as film strip and 16 mm projectors, interest centers, science equipment, and T.V. cameras with recording equipment. Each exchange is accompanied by receipts in order to trace any item at any time. Each borrower evaluates what he has borrowed as to its effectiveness in the classroom.

It appears that not only will the equipment exchange expand, but it will also open doors for more cooperative efforts among the different systems, giving them some advantages of larger systems while maintaining the advantages of being small communities.

equipment exchange



cooperative teachers' center

241 Forbes Avenue, Clarksville, Tennessee 37040
|615| 645-2610



At its inception, a goal of the Cooperative Teachers' Center was to provide an elementary reading program based on the assessed needs of building level teachers. Under the direction of the Policy Board's reading committee, a single pilot school was identified. Criteria for selection included teacher interest, willingness to become involved in reading development activities, student needs and support from the principal.

A part-time consultant coordinated the project and organized a school-based Reading Committee to assess specific teacher needs in reading. Nine areas of need were identified and met through workshops, individualized on-site assistance and supplementary materials. In the second year of the project, expanded activities included a reading incentive program which involved teachers, parents, students and building support staff in a school-wide reading effort.

Teachers valued the individualized assistance of the Coordinator. They developed greater skill in using specific supportive materials to deal with specific problems. More children read more materials and parents were more involved in their childrens' educational and developmental learning activities. The program has provided a model for similar activities in other elementary schools.

innovative reading



West Tennessee Teacher Center
150 Everett
Dyersburg, Tennessee 38024

The West Tennessee Teacher Center serves six school systems in four counties in northwest Tennessee. The newly-constructed teacher center building houses professional materials and a work area for teachers. These materials are available for checkout to the 1000 K-12 teachers served by the teacher center. Because of the widespread geographical area, a delivery service is provided by the center. Liaison teachers elected in each school are responsible for keeping a notebook in each faculty lounge, which contains a bibliography of teacher center materials. Teachers turn in requests to the liaison who forwards them to the center. A circle-dialing system "hotline" is available so teachers may call free of charge. The materials are delivered to each school during the first week of every month. At the end of the month, policy board executive committee members collect the materials and return them to the center before attending the monthly executive committee meeting. This mobile system allows the teacher center to serve all teachers equally regardless of the distance of their school to the center.

mobile delivery



TEACHER CENTER

232 CHURCHWELL AVENUE
KNOXVILLE, TENNESSEE 37917
PHONE (615) 525-7044

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The Knoxville City-Knox County Teacher Center is unique in two areas of programming. It provides commercial-made materials and a Resource Materials Component which offers 3000 teacher-made items which are available for the teachers in the Knoxville City and Knox County (public and non-public) Schools to duplicate. Materials for construction and laminating are provided at no cost to the participant. The materials, made by local classroom teachers, enrich all areas of the curriculum. They are also used by students from the University of Tennessee and Knoxville College in their methods classes and student teaching experience.

resource materials

M Mid

T Tenn

T Teacher

C Center



Wilson County Schools

P.O. Box 60

Lebanon, Tn. 37087 (615) 449-4419

Nashville Telephone (615) 256-8261

The M.T.T.C. and E.S.E.A. Title IV-C product of the Consortium for the Improvement of Instruction in Middle Tennessee, acts as an organizational clearinghouse for inservice delivery directly to teachers and administrators in member counties and school systems. The primary emphasis is on inservice workshop training developed from teacher needs. All content and curriculum areas are stressed.

The M.T.T.C. has focused on providing a governing structure to maximize collaboration of the public, private, and parochial sectors. The Policy Board has been so successful that a systematic procedure for assessing needs and providing inservice, heretofore nonexistent, is provided on a cooperative basis. The entire staff development process has since improved in Middle Tennessee.

collaboration

OAK RIDGE TEACHER CENTER

200 Fairbanks Road
Oak Ridge, Tennessee 37830

Telephone: (615)482-1406



The Oak Ridge Teacher Center initiated a serious task force to study the implications of microcomputer education in its school district. Through frequent hands-on workshops, visits to schools using computers, correspondence and contact with national leaders in the field, and subscriptions to various publications concerned with this new field, the center established a viable clearinghouse for computer information and practice. As a result of the activity in the center by teachers and administrators, students, too, began to attend sessions and drop in after school to use the equipment and "swap" software. This made a powerful impact on the community who recognized a contribution to their children and their learning. After two years of teacher-centered leadership of this particular activity, several schools, both elementary and secondary, submitted orders for their own in-school microcomputer and began to incorporate computer technology into their educational programs.

The original inquiry about a microcomputer in the teacher center came from an individual junior high teacher and that single request has mushroomed throughout the system. That teacher centers are to respond to individual teacher's requests and needs, is fully illustrated in the above example.



DISTRICT M TEACHER CENTER

P.O. Box 5886, Radford University Station, Radford, Virginia 24142

One of the most exciting activities at the District M Teacher Center is the mini-award program. The center solicits proposals from teachers for curriculum development or professional improvement projects. Awards ranging from \$200 to \$500 support teachers' work. One example from among the 23 projects awarded is: "Curriculum Guide in Progressional Skills in Physical Education for Dublin Elementary School, K-5."

A big concern in the elementary schools of Pulaski County was the lack of training for grade level teachers in physical education. (There are no specialists.) Two teachers and their assistant principal assembled a curriculum skill sequence which they integrated with the state fitness testing program. They continued their mini-award by buying wood, nails, ropes, bean bags, tri-wall, etc. and had the agricultural classes build the needed equipment. They held a workshop to show teachers the activities and to distribute the curriculum guides. All teachers attending the workshops reported that it was extremely helpful.